

***NCEXTEND1* Middle School Mathematics Sample 1**

Manipulatives: Provided by NCDPI:

- Stimulus 1: 6 counters
- Card A: 5
- Card B: 7
- Card C: 8

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

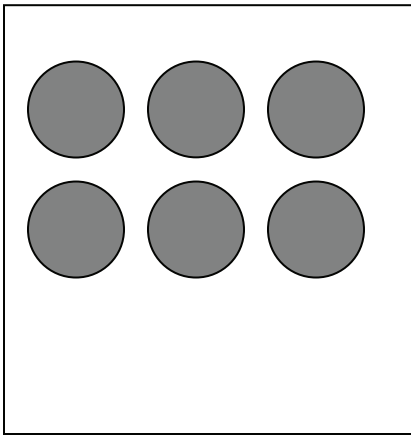
Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- Present
 - Stimulus 1: 6 counters
- SAY: **“Here is a group of counters. Which card shows a number that is less than the number of counters on this card?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“This is 5. This is 7. This is 8.”**
- SAY: **“Which card shows a number that is less than the number of counters on this card? (Point to Stimulus 1.) Show me a number that is less than the number of counters on this card. (Point to Stimulus 1.)”**

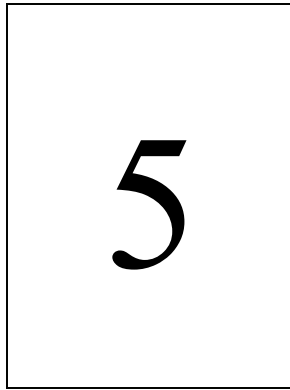
Scoring

- Score as correct if the student independently indicates the **“5”** card or the object symbol for **“5.”**
- Score as incorrect if the student indicates anything other than the **“5”** card or the object symbol for **“5.”**
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

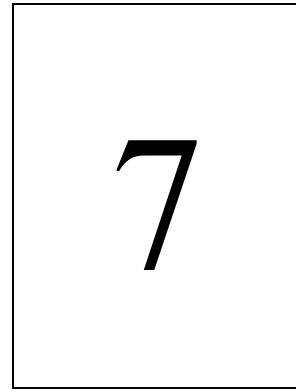
***NCEXTEND1* Middle School Mathematics Sample 1 Student
Response Cards**



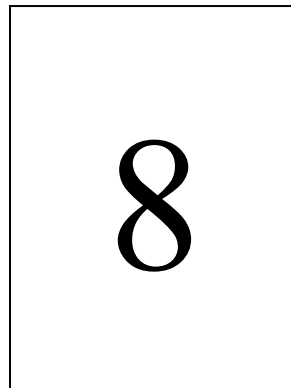
Stimulus 1



Card A



Card B



Card C

NCEXTEND1 Middle School Mathematics Sample 2

Manipulatives: Provided by NCDPI:

- Stimulus 1:
$$\begin{array}{r} 12 \\ + 17 \\ \hline \end{array}$$
- Card A: 18
- Card B: 19
- Card C: 29

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

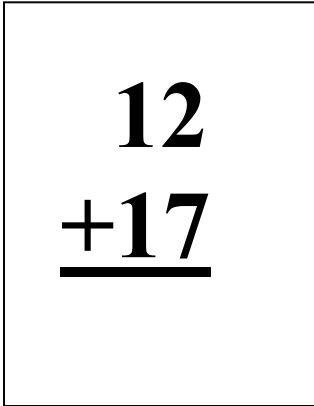
Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- Present
 - Stimulus 1:
$$\begin{array}{r} 12 \\ + 17 \\ \hline \end{array}$$
- SAY: **“Here is an addition problem. Which card shows the correct answer?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“This is eighteen. This is nineteen. This is twenty-nine.”**
- SAY: **“Which card shows the correct answer? Show me the correct answer.”**

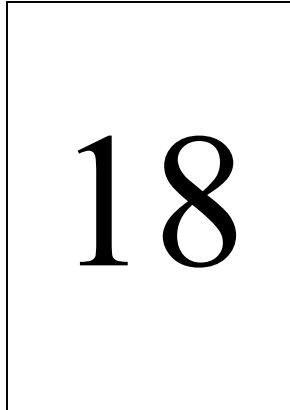
Scoring

- Score as correct if the student independently indicates the **“29”** card or the object symbol for **“29.”**
- Score as incorrect if the student indicates anything other than the **“29”** card or the object symbol for **“29.”**
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

***NCEXTEND1* Middle School Mathematics Sample 2 Student Response Cards**

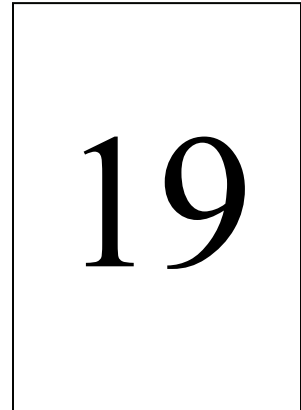

$$\begin{array}{r} 12 \\ +17 \\ \hline \end{array}$$

Stimulus 1



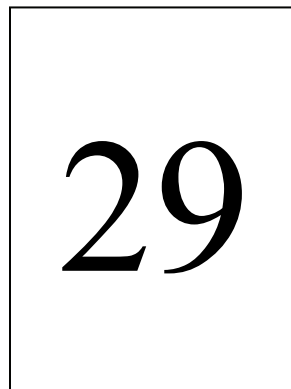
18

Card A



19

Card B



29

Card C

***NCEXTEND1* Middle School Mathematics Sample 3**

Manipulatives: Provided by NCDPI:

- Card A: 2 parallel lines
- Card B: 2 perpendicular lines
- Card C: 2 intersecting lines

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

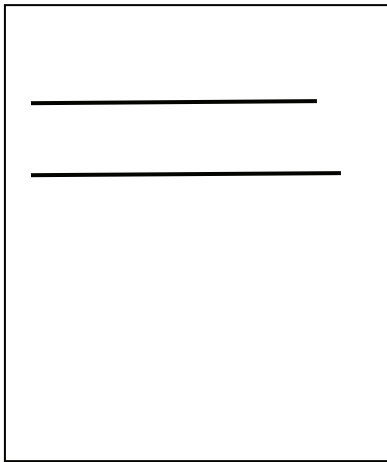
Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- SAY: **“Here are three sets of lines.”**
- SAY: **“Which card shows perpendicular lines?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“Which card shows perpendicular lines? Show me the perpendicular lines.”**

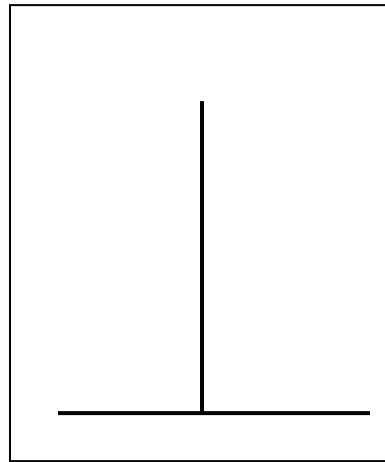
Scoring

- Score as correct if the student independently indicates the **“perpendicular lines”** card or the object symbol for **“perpendicular lines.”**
- Score as incorrect if the student indicates anything other than the **“perpendicular lines”** card or the object symbol for **“perpendicular lines.”**
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

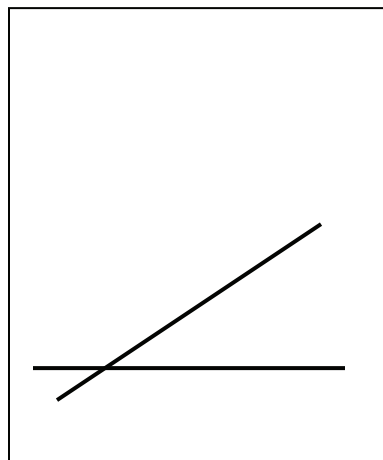
***NCEXTEND1* Middle School Mathematics Sample 3 Student Response Cards**



Card A



Card B



Card C

NCEXTEND1 Middle School Mathematics Sample 4

Manipulatives: Provided by NCDPI:

- Card A: square with a dot in the upper right corner
- Card B: circle with a dot in the center of the circle
- Card C: equilateral triangle with a dot on the top vertices

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

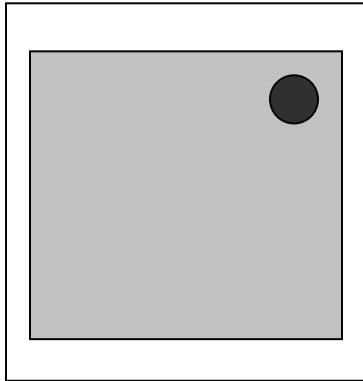
Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- SAY: **“Here are three shapes.”**
- SAY: **“Which shape has a dot in the center?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“Which shape has a dot in the center? Show me the dot in the center of a shape.”**

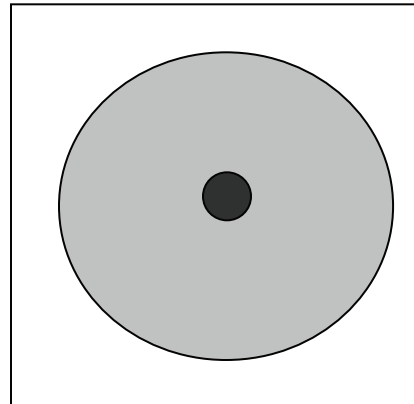
Scoring

- Score as correct if the student independently indicates the **“circle with a dot in the center of the circle”** card or the object symbol for **“circle with a dot in the center of the circle.”**
- Score as incorrect if the student indicates anything other than the **“circle with a dot in the center of the circle”** card or the object symbol for **“circle with a dot in the center of the circle.”**
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

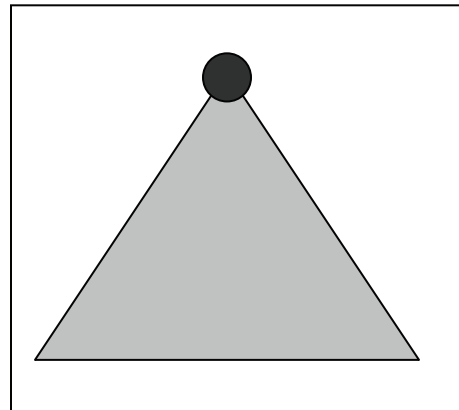
***NCEXTEND1* Middle School Mathematics Sample 4 Student Response Cards**



Card A



Card B



Card C